

# Quarterly Conference Form

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Indicate mastery level by checking B (beginning), D (developing), or S (Secure) in the appropriate quarter(s).

Student selects a "just right" book from a collection of books provided by teacher. Student then reads short passage orally or silently. Watch/question for the following behaviors and record miscues and/or comments in the appropriate space on the side:

Strategy/Skill Descriptor	I*	1	2	3	4	Title: _____	Level: _____	
Makes appropriate "just right" book selection	1					Miscues/Comments	<b>First Quarter</b>	
Can identify genre (fiction/non-fiction and/or poetry) and give evidence (genre schema)	1							
Reads at appropriate speed (fluency)	1							
Expressive intonation (fluency)	1							
Consistent appropriate phrasing (fluency)	1					Strength	Goal	
Self-monitors (stops for errors or confusion)	1					Above grade level	At grade level	Below grade level
Applies appropriate decoding strategies (chunking, analogy, skip and return, slow stretch)	1					Miscues/Comments	<b>Second Quarter</b>	
Applies Fix Up Strategies when confused (re-reading, stopping to think what makes sense)	1							
Can "stop to think" when prompted (metacognition)	1							
Uses prior knowledge before and during reading (activate schema)	1							
Can make a personal connection to the text (schema)	1					Strength	Goal	
Can identify/analyze story elements (schema for fiction)	1					Above grade level	At grade level	Below grade level
Can identify/analyze problems and solutions (schema for fiction)	1					Miscues/Comments	<b>Third Quarter</b>	
Makes and revises predictions before and during reading (schema, inferring)	1							
Can retell accurately (B/M/E, problem/solution, important words from the story, include own thinking)	1							
Identifies and uses non-fiction text features appropriately (genre schema)	1							
Makes and revises predictions before and during reading (schema, inferring)	2					Strength	Goal	
Can ask questions before, during and after reading	2					Above grade level	At grade level	Below grade level
Can infer author's meaning (inferring)	2							
Can infer meaning of unknown words	2							
Can answer generated questions: right there and inferred	2					Miscues/Comments	<b>Fourth Quarter</b>	
Summarize information (determining importance)	3							
Can determine main ideas and supporting details with evidence from the text (determine importance)	3							
Draw conclusions and give supporting evidence from the text (synthesis)	3							
Evaluates author's message and expresses personal opinion (synthesis)	3					Strength	Goal	
Can visualizes and use sensory information	3					Above grade level	At grade level	Below grade level
Can "stop and think" independently (metacognition)	4							